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ABSTRACT

This special issue attempts to provide a summary of what scholars and educators have recommended that U.S. K-12 students study in the international dimension of education. These guidelines are not "standards" as the term is currently used by academic disciplines, but they can be used to validate local curriculum decisions and to assure that the international dimension receives attention. The three areas focused on include: (1) "Global Issues, Problems, and Challenges"; (2) "Culture and World Areas"; and (3) "The United States and the World: Global Connections." Within each area or theme the authors provide the rationale for studying the theme; "knowledge objectives," indicating what students should know and understand about the theme, a list of "skills objectives," that students need in order to understand the issues encompassed by the theme, and "participation objectives," that indicate what actions students should be able to take in relation to the challenges addressed by the themes. (EH)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ISSUES IN GLOBAL EDUCATION

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June & July 1996, No. 135 & 136

GUIDELINES FOR GLOBAL AND INTERNATIONAL STUDIES EDUCATION: CHALLENGES, CULTURE, CONNECTIONS

By H. Thomas Collins, Frederick R. Czarra, and Andrew F. Smith

Since the end of the Cold War, new forces—cultural, political, environmental, and economic—have swept the world. Americans are reexamining the role of their country within these new global complexities and questioning the ability of many of our basic institutions—from the government to the military to our financial institutions—to cope with these new realities. No institution needs to respond more than our nation's schools.

Due to this concern and high public interest, the United States has an "open moment" to affect crucial changes in our education systems. With federal support, academic standards have been established for students, first in language arts, history, geography, mathematics, and science, and subsequently in civics, the arts, and foreign languages. Simultaneously, many states are incorporating national education standards into curriculum frameworks.

These efforts to develop education standards are laudable, and they contain global and international studies components. However, many important issues related to global and international studies are missing or are inadequately dealt with. What should all U.S. students be expected to know and understand about the world? What skills and attitudes will our students need to confront future problems, which most assuredly will be global in scope? How are the global and international dimensions of learning being addressed by the new academic standards? What do scholars from the international relations disciplines and experienced practitioners of global education believe students should know, and how can these insights best be incorporated into the existing standards? What global and international education guidelines are appropriate for precollegiate education? How will schools implement these guidelines when confronted with so many other problems? What should students know about the United States and its connections to the world?

Since 1968, when the U.S. Office of Education funded the Foreign Policy Association to develop a list of objectives for international education,

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individuals and organizations, united under the rubrics of world areas and global or international studies education, have asked similar questions. Their answers present an array of diverse approaches, objectives, contents, skills, methods, and values. Out of these efforts have come excellent ideas, materials, and programs.

To help elementary and secondary school educators responsible for curriculum development or revision at both local and state levels, we have attempted to provide a summary of what concerned scholars and educators have recommended that American K-12 students study in the international dimension of their education. These guidelines or intellectual filters are not "standards" as the term is being used by academic disciplines, but they can be used to validate local curriculum decisions and to assure that the international dimension receives attention.

We have limited our focus to three broad areas or themes: Global Issues, Problems, and Challenges; Culture and World Areas; and the United States and the World: Global Connections. No claims of infallibility are made for dividing the task into these three domains; others may legitimately divide the international dimension of education differently. Within each theme we provide the rationale for studying the theme, knowledge objectives indicating what students should know and understand about the theme, a list of skills that students need in order to understand the issues encompassed by the theme, and participation objectives, which indicate what actions students should be able to take in relation to the challenges addressed by the themes.

If the study of global issues and challenges, culture, and the United States' global connections are ignored by our schools, our students will be inadequately prepared to function in an increasingly interdependent and conflict-prone world. This would be a serious mistake. If the U.S. electorate is to be equipped with the necessary knowledge, skills and, most important, willingness, to better understand international matters, K-12 schools carry the major responsibility for assuring that all of our citizens are sufficiently informed to act responsibly when these matters are discussed and voted upon. ♦

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Dear Reader:

This special issue is devoted to new Guidelines for Global and International Studies Education. Representing more than 75 years of combined experience in global and international education, the authors have spent the last three years consulting and debating with colleagues—and ultimately committing to the written word—what students should know and be able to do, to be well educated in a global society.

It is the intention of the authors that the Guidelines spur a broad discussion on the topics and issues raised—one that will lift the level of awareness of the knowledge, skills, and measure of citizen participation students in the United States need at the end of the 20th century to succeed as citizens of this country and the world.

We welcome submission of your comments for publication in upcoming *Issues in Global Education*. Please send letters to the editor. For those of you who do not yet subscribe, we invite you to take advantage of the special offer on the back of this issue.

—The Editor

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To identify major global issues, problems, and challenges, we examined 75 documents on global and international studies education to locate common topics. These documents spanned the last five decades and included several reports and surveys not written by citizens of this country. Unfortunately, few authors prioritized their recommendations. Thus, our compilation of global issues, problems, and challenges reflects only the frequency that a topic received mention. In some cases it was necessary to interpret the author's exact meaning or intent. Some collapsing or rearranging of topics was also necessary to hold the categories to a reasonable number. However, the ten resulting categories include virtually everything intended by those whose work provides the basis for this compilation.

The ten categories form a working list meant to be scrutinized, reacted to, and refined by those responsible for improved teaching and learning about the international dimension in K-12 schools. The ten categories are: (1) conflict and its control; (2) economic systems; (3) global belief systems; (4) human rights and social justice; (5) planet management: resources, energy, and environment; (6) political systems; (7) population; (8) race and ethnicity: human commonality and diversity; (9) the technocratic revolution; and (10) sustainable development. (See "What Should Students Study?" for further explanation of these ten topics.)

Why should students learn about global issues, problems, and challenges? All evidence indicates that global issues and problems are growing in magnitude and will neither go away nor resolve themselves. They require action. In turn, that action—if it is to be effective—requires citizens who are trained and willing to deal with difficult and complex global issues. Students should leave school reasonably informed and concerned about one or more of the major global issues, problems, or challenges facing the human race.

Knowledge Objectives

No one can claim to know with certainty what students in over 15,000 diverse school districts should study, know, and understand about their world now and in coming years. Nor can any student be expected to master more than a small fraction of the information available on any of the major issues facing our world; each is vast, complex, and changing constantly. But expert opinions, as well as all projected trends, indicate that few of these issues or problems will be resolved in the short run; probably most will not even be partially resolved in the long run. Nevertheless, those responsible for determining curriculum at the district and state levels need to address the following knowledge objectives as best they can.

1. Students will know and understand that global issues and challenges exist and affect their lives. Awareness is a necessary prerequisite to understanding. If we expect today's students—tomorrow's leaders and voters—to make intelligent decisions in the marketplace and at the ballot box, they must have a degree of literacy regarding the global problems, issues, concerns, and trends that increasingly impact their lives. Global literacy does not require in-depth expertise. Rather, it entails reasonable familiarity with a number of global issues that dominate the news, coupled with a working knowledge of the basic terminology and fundamental concepts of these issues. It means knowing enough about some global issues to intelligently analyze others.

2. Students will study at least one global issue in-depth and over time. When studying any complex issue, "a little knowledge is a dangerous thing." Students may be left with the false impression that they have somehow become experts without expending the time and labor that genuine expertise necessitates. Schools may inadvertently contribute to this condition when they insist on coverage rather than depth. To be effective, the serious study of any global issue requires time and depth.

3. Students will understand that global issues and challenges are interrelated, complex, and changing, and that most issues have a global dimension. Students should be encouraged to find the relationships between different domains of knowledge in order to gain a realistic perspective about any global issue. They should become familiar with some of the mechanisms available for managing global problems and to what degree those mechanisms have functioned successfully in the past.

4. Students will be aware that their information and knowledge on most global issues are incomplete and that they need to continue seeking information about how global and international issues are formed and influenced. Global education is a lifelong process. New global issues will emerge in the future, and new insights into current global challenges will be generated. Opinions and attitudes about international topics are influenced by different channels: parents, peer groups, the media, and private and public interest groups. Students need the skills and abilities to examine and evaluate new information, including understanding the biases of the source.

Skills Objectives

Because global issues and challenges are not static, students need to develop the following skills to help them analyze and evaluate today's global issues and to be able to analyze and evaluate new issues in the future.

1. Students will learn the techniques of studying about global issues, problems, and challenges. The study of any global problem or issue requires time and depth. Having students learn how to learn about global problems and issues may be as important as learning about any single issue.

2. Students will develop informational literacy about global issues and challenges. In our overrich data environment, our chief concern should be to help students, in Charles McClelland's words, "develop criteria for discriminating, evaluating, selecting, and responding to useful and relevant data in the communication flow of reports about conditions and developments in the international environment." In other words, we must help them to become effective at processing data.

3. Students will develop the ability to suspend judgment when confronted with new data or opinions that do not coincide with their present understandings or feelings. When information or beliefs about global issues conflict with students' present perceptions, students must be able to demonstrate thoughtfulness and patience if genuine understanding is to result. Global problems and issues are complex and constantly changing, often reflecting strongly held divergent views. Students must learn to respect such views while maintaining their own right to respectfully disagree.

Participation Objectives

"Education is only worth the difference it makes in the activities of the individual who has been educated," said George Drayton Strayer in his 1912 textbook on teaching methods. Unless the study of global issues, problems, and challenges leads to some positive action, such study is difficult to justify, given the multiple demands already facing today's schools. To be effective, action need not be limited to the physical activities students often engage in to help maintain or improve their local environment. Action also means caring enough about global problems and concerns to become and to stay informed and to act intelligently when civic action is required. Further, it means practicing active U.S. citizenship in an increasingly interdependent, conflict-prone, and changing global arena. Some actions that students should be able to perform when confronting the effects of global issues and challenges are noted below.

1. Students will approach global issues, problems, and challenges neither with undue optimism nor unwarranted pessimism. The study of any global issue or challenge can become stressful, particularly for younger students. Depending on the topic, such study can leave them fearful or guilt-ridden. Neither fear nor guilt are good motivators, and neither will lead to civic action. Thus, classroom teachers must select issues that are within both the research capabilities and the maturity level of their students. Leaving students frustrated by the enormity of a global problem or feeling guilty because of their inability to "solve" it serves no purpose.

2. Students will develop a sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue or challenge. School systems have the obligation to foster effective civic action. Despite the complexity of global issues and challenges, students can contribute toward resolving or ameliorating their effects.

II. CULTURE AND WORLD AREAS

Interconnected with the theme of global issues, problems, and challenges is the theme of culture and world areas. Since the 1950s, area or culture studies have been a part of many precollegiate curriculums, and in many states culture studies have been mandated. Yet despite almost 40 years of culture studies and programs, curriculums featuring holidays and food festivals, which contribute little to intercultural understanding, still

seem to be the extent of the offerings in many schools.

Education about culture in the 1990s has presented myriad challenges to public school teachers and administrators across the United States. These challenges, for the most part, have arisen from minority groups who cry out for either inclusion or exclusion from what is taught. Many minority groups want their history and culture integrated into the main curriculum, while others desire a separate course exclusively for students of that particular minority. Although these conflicts consume the energies of schools and school systems, larger questions must be addressed by schools and systems that want to teach about the variety of cultures that make up our national and world population: What is culture? What forms does it take? What is important for students to learn about culture and specific cultures? Placing the concept of culture into a larger context may help to define what students should know about local and global cultures.

Most parents expect schools to teach about American civic culture, principally knowledge of democratic values: our Constitution, the Bill of Rights, the Declaration of Independence. Democratic values are a common ground for all Americans. Beyond this, defining American culture, as with any, is difficult because our own culture is so deeply embedded in us that it is difficult for us to see. In addition, the United States is a diverse nation, reflecting the values of different groups. Each day we see many conflicts in schools and communities based on these differences.

Culture should be an important area of study in our schools. Each of us has roots in one or more cultures, and each day we experience a wide variety of behaviors that reflect the values and beliefs of other cultures. However, most students' knowledge of other cultures is superficial or limited to exotic coverage or monolithic examinations. Yet cross-cultural learning is essential for understanding both our own culture and that of others. By studying other cultures, we learn what it is to be human. When studying other cultures, we should look for similarities to our own culture as well as for the differences that make a culture unique. The study of culture is necessary in order to know that other people may view things in ways that are profoundly different from the ways we view them.

Knowledge Objectives

To teach students about culture and world areas, we must look to those who study cross-cultural learning, such as anthropologists and cross-cultural educators, as well as to those who study history, geography, the arts, and the humanities. They tell us that understanding another culture is difficult. However, if diverse cultures are studied objectively and taught properly, students can gain insights and grow in knowledge, not just about other cultures, but also about their own. The study of human differences and commonalities will prepare students with the skills, knowledge, and perceptions they will need to live in a multicultural society and world. Toward that end, we recommend the following knowledge objectives.

1. Students will know and understand at least one other culture in addition to their own. Students should study at least one culture in-depth and from many different points of view.[1]

2. Students will have a general knowledge about the major geographic and cultural areas of the world and the issues and challenges that unite and divide them. Students should study the major geographical and cultural regions of the world as well as some of the major issues and challenges that both unite and divide these world cultural regions.

3. Students will know and understand that members of different cultures view the world in different ways. Differences exist within a culture as well as among cultures. Within cultures, diversity may be affected by factors such as race, class, or religion. Cross-cultural educators state that studying other cultures will help students to understand the values and actions of other people as well as their own.[2]

4. Students will know and understand that cultures change. All cultures have histories, present perspectives, and future orientations. Students should know that cultures are always undergoing change and will continue to change, especially in the 21st century. Many cultures in the world are being changed by technology, migration, and urbanization.

5. Students will know and understand that there are universals connecting all cultures. Universals are the ideas that unite us as humans. Material and nonmaterial cultural elements are things and ideas such as food, housing, the arts, play, language and nonverbal communication, social organization, and the like. Ernest Boyer, an educator of renown, listed the universals of culture we all share: the life cycle,

symbols of expression, aesthetics, recalling the past and looking at the future, membership in groups and institutions, living on and being committed to planet Earth, producing and consuming, and searching for a larger purpose.

6. Students will know and understand that humans may identify with more than one culture and thus have multiple loyalties. Every human has values and beliefs. Differences should be respected. Family life, education, and friends and fellow workers shape our worldview and give each of us different sets of values and beliefs.

7. Students will know and understand that culture and communication are closely connected. Languages form bonds that make each culture unique. To fully learn about another culture requires learning its communication system through a study of verbal and nonverbal language.

8. Students will know and understand that cultures cross national boundaries. The modern world, through immigration, migration, communication, technology, and transportation, has broken down traditional cultural boundaries. Many cultures are no longer defined by common geographic areas. For example, there are refugees forced out of their homelands and cultural groups such as the Kurds that have no national homeland.

9. Students will know and understand that cultures are affected by geography and history. Studying the location of cultures and their past history is important to learning about another culture.

Skills Objectives

To help students analyze and evaluate cultures and world areas now and in the future, the following skills need to be developed.

1. Students will analyze and evaluate major events and trends in a culture. When studying a culture, students should look for events and trends that indicate changes in that culture and be able to analyze how these changes may have an impact on students' lives.

2. Students will examine cultures in the world and recognize some interconnections with their life in the United States. Students should look for events and ideas in other cultures that have an impact on the United States and on its citizens.

3. Students will compare and contrast diverse cultural points of view and try to understand them. Respect for others is at the heart of cross-cultural understanding. Students should learn to listen to various cultural perspectives in order to understand others. However, understanding does not mean agreeing with another point of view.[3]

4. Students will examine the common and diverse traits of other cultures. An open discussion of differences and similarities in other cultures leads to understanding the values and motives of others and is the first step toward the skill of working with others who have different points of view.

5. Students will be able to state a concern, position, or a value from another culture without distorting it, in a way that would satisfy a member of that culture. Understanding other points of view and being able to explain them clearly is a valuable communication skill for all citizens. Understanding other points of view does not necessarily mean that students agree with these opinions. Students should also develop the ability to critique views they disagree with.

Participation Objectives

A major purpose of studying cultures and world areas in K-12 schools is to improve the ability and willingness of students to interact with peoples from other cultures and to continue to learn about others and about their own culture throughout life. Participation objectives for students studying culture and world areas follow.

1. Students will appreciate the study of other cultures. When we study other cultures, similarities and differences emerge clearly in our minds. We are able to put our own cultural values into perspective and thus understand ourselves better.

2. Students will appropriately tolerate cultural diversity. Students should learn to listen to and tolerate the values and opinions of others.

3. Students will seek to communicate with people from other cultures. Students should be given an opportunity to explore their own interests or have their interests stimulated about other peoples and cultures. Students have multiple opportunities to learn about other cultures in both their communities and the larger world. The modern world makes cross-cultural understanding a necessity because of common connections across cultures all over the world.[4]

4. Students will demonstrate an appreciation of universal human rights. Basic human rights should be

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honored. Students should understand that there are times when the values of individual cultures will conflict with universal human rights. Students should discuss these conflicts and be prepared to defend human rights.

5. Students will meet and learn from people from other cultures. In the modern world, students have multiple opportunities to meet people of diverse cultures. Schools should provide opportunities for students to learn from one another as well as from international visitors and exchange students.

III. The United States and the World: Global Connections

Students need broad-based knowledge of global issues and area and culture studies, but they also need to understand their own connections with these issues and cultures. Helping students understand these connections is a major purpose of international and global studies education. Americans are tied to global issues and different cultures in multiple ways, and students must understand the United States's contemporary and historical connections with global issues and regions. This includes studying traditional topics such as U.S. foreign policy and U.S. participation in international organizations, as well as understanding long-term U.S. political and strategic interests.

Citizens have a responsibility through speaking, voting, lobbying, and other forms of participation to affect international issues and U.S. foreign policies. To an extent, citizenship in a global age is part of the usual citizenship programs, and U.S. foreign policy should be part of the American history standards. Likewise, citizens need to be aware of the channels that influence their opinions on global and international issues, such as the press, media, governmental institutions, and private organizations.

A major problem confronting educators interested in teaching students about global and international topics has been one of relevance. Many Americans believe that global issues are not connected to their daily lives. Others are deeply concerned with the effects of global economic competition. Global problems may appear to be too far away to affect them but, for better and worse, we are increasingly linked to global issues and with peoples and cultures throughout the world. This web of interconnections, which has both positive and negative implications, can be found in local communities, religious groups, social and community organizations, and economic linkages.

Knowledge Objectives

Americans have always been connected with the rest of the world, at least since 1492. Historically, Americans of all ethnic groups, including Native Americans, migrated from elsewhere. European colonies in what is today the United States were usually initiated, and often supported and protected, by the mother nation. Colonies relied upon trade for survival, and Americans have always been connected with others in the world through consumer behavior, trade, travel, missionary activities, and other channels. What is new about these interconnections in the late 20th century is their dramatic increase in quantity and significance for all Americans. All projections suggest that our connections with the world will increase even more in the 21st century. To prepare students to live in this interconnected world, we recommend the following knowledge objectives.

1. Students will identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically. Every American is connected directly with the world in a variety of ways, for example, the mail; the Internet; ham radios; the telephone; travel; international organizations or religious groups; economic links, such as purchasing products connected with other countries; and the press and mass media. More than 70 "Your Community and the World" studies have been developed that examine the current global linkages of cities, regions, and states.

2. Students will know and understand that global interconnections are not necessarily benign; they have both positive and negative consequences in the United States. Global interconnections enhance our lives, and they also may create serious problems. For instance, importing foreign automobiles may add to the diversity and quality of our lives and provide jobs for Americans engaged in their importation and sale, but for workers in U.S. steel mills or automobile factories, these global imports have been devastating. Students need to understand the trade-offs among short-term and long-term consequences of interconnections.

3. Students will know and understand the United States's role in international policies and international

relations, particularly since World War II. The United States is the sole remaining global superpower. What we do or do not do affects the lives of people around the world. Students need to understand the strengths and limitations of our influence on other nations. Understanding today's foreign policies requires some knowledge and understanding of past foreign policies and issues.

Skills Objectives

Students need the following skills in order to analyze and evaluate global connections.

1. Students will recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States today. Our lives today are defined by actions others have taken in the past. Understanding past trends and movements is important in understanding today's world. Usually, United States and world history are taught as discrete courses, but the walls between these subjects are artificial. United States history should be taught in a global perspective and world history should include connections with the United States. Both United States and world history should make connections between past trends and the individual today.

2. Students will recognize, analyze, and evaluate interconnections of local and regional issues with global challenges and issues. Global issues do not arise from some far-away place to affect our local communities. Rather, local communities across the world create global challenges and issues. Students should be able to recognize, analyze, and evaluate how local communities contribute to or help resolve global issues.

3. Students will recognize, analyze, and evaluate the interconnections between their lives and global issues. Students should be able to make the link between their daily actions and how those actions—or inaction—influence global phenomena.

4. Students will generate alternative projections for the future and weigh potential future scenarios. The future depends upon actions individuals take. Often, the effects of these actions will be delayed for years. Students need to know and understand that their own actions—or lack of action—can make a difference to the future.

Participation Objectives

Global education does not just present facts to be memorized or a series of intellectual skills to help apply, analyze, synthesize, and evaluate knowledge. It should also encourage democratic citizenship, which requires active participation. The following list of participation objectives identifies some of the potential student activities commonly promoted by global educators.

1. Students will value participation in the democratic process. Through participation, citizens affect government policies. For example, citizens participate by speaking, voting, lobbying, and contributing to campaigns or causes. Each of these forms of participation affects international issues. While in school, students need to practice these activities where appropriate.

2. Students will tolerate ambiguity. Most global issues will not be resolved soon. Having some tolerance for the ambiguities of this complex world is helpful. This does not mean that students should be tolerant of all behavior or situations; nor does it mean that right and wrong solutions cannot be hidden by ambiguity.

3. Students will read newspapers, magazines, and books; listen to radio and television programs that relate to intercultural and international topics; and actively respond to news articles, books, and programs. Local communities change, as will the United States's role in the world. Students will need to continue to learn about international and intercultural topics. Because citizens learn the majority of their information about the world from the press and mass media, students need to better understand the strengths and weaknesses of these sources of information. Students should be encouraged to actively respond to these "one-way" communication systems by discussing programs with peers, family, and others, and by writing letters to the editorial staffs of newspapers and media stations. •

[1]Robert Hanvey in his booklet, *An Attainable Global Perspective* (New York: The American Forum for Global Education, 1976), describes four levels of cross-cultural awareness: (1) awareness of superficial or visible cultural traits, stereotypes; (2) awareness of significant and subtle cultural traits that contrast markedly with one's own, you are frustrated and confused; (3) awareness of significant and subtle cultural traits that contrast markedly with one's own; you think about it and start to ask questions and understand; and (4) awareness of how another culture feels from the standpoint of the insider: cultural immersion.

[2]Robert Kohls' descriptors of culture are an entry point for students to learn about the world and other cultures. Under the headings "Some Cultures" and "Most Cultures," he lists points of view or values in relation to the various ways people view the world. For example, in the United States we generally feel that we have personal control over our environment;

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Global Issues and Challenges—What Should Students Study?

At the core of all contemporary international and global studies are two concepts, change and interdependence. Engineers quip, "If we can make it work, it's probably already out of date!" That expression also applies to the major, largely unresolved, problems, issues, and concerns that dominate both the popular media and scholarly journals today. About the time that someone claims to "have a handle" on any problem, a new manifestation of it occurs. Proposed resolutions or solutions are suddenly inadequate or, as is often the case, are found to contribute to a greater problem previously unknown or unacknowledged.

The metaphor of a spider's web applies remarkably well to today's global problems and challenges. Touch that web anywhere, even lightly, and it vibrates everywhere. Similarly, if one "touches" any global problem, one instantly realizes its connectiveness or interdependence with another. As University of Chicago psychologist Mihaly Csikszentmihalyi stated, "It is imperative to begin thinking about a truly integrative, global education that takes seriously the actual interconnections of causes and effects."

Further, it is not overstating the case to say that the concepts of change and interdependence are so central to all of the social and physical sciences that they clearly deserve serious and continuous attention throughout the scope and sequence of any academic program to prepare globally literate students. A serious investigation of global problems and challenges demands that one deal conceptually with both change and interdependence. Together, these two concepts provide a baseline for developing global literacy.

The metaphor of a spider's web applies remarkably well to today's global problems and challenges. Touch that web anywhere, even lightly, and it vibrates everywhere.

Virtually without exception, those whose thinking we examined in this compilation identified unprecedented change in all aspects of life as something all schools should address. The concept of interdependence or connectedness—"systems perspective" or "systems thinking"—also received near unanimous mention. Even in those cases where one or both of these concepts were not mentioned specifically, both were clearly subsumed under one or more of the other topics recommended for study.

What Should Students Study?

Although all of the answers concerning what students should study about global issues and challenges are not included here, we have tried to select the best thinking and writing on the subject. The categories we designated are neither exhaustive nor mutually exclusive. In fact, there is significant overlap among some categories. However, despite differences detected, there exists far greater consensus on what should be studied.

While no individual teacher and very few school systems have available to them the resources necessary for their students to investigate all of these issues to any reasonable depth, students should be given the opportunity—and time—to develop the academic skills and techniques necessary to efficiently and systematically explore other global issues and problems in the future.

Ten Key Categories

The ten categories we identified form a working list meant to be scrutinized, reacted to, and refined by those responsible for improved teaching and learning about the international dimension in K-12 schools. The ten categories are: (1) conflict and its control; (2) economic systems; (3) global belief systems; (4) human rights and social justice; (5) planet management; (6) political systems; (7) population; (8) race and ethnicity: human commonality and diversity; (9) the technocratic revolution; and (10) sustainable development.

1. Conflict and Its Control: Violence/Terrorism/War—Low-intensity to International. Included under this broad heading are several sub-clusters. The first cluster is sub-national conflicts, that is revolutions, civil strife, assassinations, and rebel or guerrilla activities (often today's "freedom fighters"). Recent lists also include genocide and ethnic cleansing as well as tribalism and secessionist movements, which may lead to violence. A second cluster centers on the proliferation of weapons—

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National Subject Area Standards and Global and International Studies Guidelines

How does the study of global issues, culture, and global connections relate to the national subject area standards that are being developed? The standards in each subject area address global and international studies issues in the following ways.

Global Issues

Geography. Published by the National Geographic Society, the *Geography for Life: National Geography Standards* includes several standards that apply directly to global issues: Standard 8, "the characteristics and spatial distribution of ecosystems"; Standard 9, dealing with human migrations and "the characteristics of populations at different scales"; Standard 11, dealing with economic interdependence; Standard 13, dealing with cooperation and conflict; Standard 14, focusing on "how human actions modify the physical environment"; Standard 16, on resources; Standard 17, using geography to interpret the past; and Standard 18, which focuses on the use of geography "to interpret the present and plan for the future." Each of the standards provides students with useful information, skills, and attitudes helpful in their investigations of global issues and challenges.

World History. The two volumes published by the National Center for History in the Schools (*Expanding Children's World in Time and Space*, Grades K-4 Expanded Edition; and *Exploring Paths to the Present*, Grades 5-12 Expanded Edition), contain multiple opportunities to help students develop understanding of the roots of some of today's major issues. The section on the 20th century in particular provides for specific study of a number of international issues, for example: causes and consequences of wars; attempts to establish peace; economic, social, and political changes in the developing world; independence movements; increasing global economic interdependence; human rights movements; and major global scientific, technological, and social trends, present and future.

United States History. Like its companion edition in world history, *Exploring the American Experience*, Grades 5-12 Expanded Edition, provides numerous opportunities to explore the historic roots of some of today's global issues. Starting with the period of major industrial development (1870-1900), accompanied by a fledgling environmental movement, the problems and conflicts associated with massive immigration and U.S. overseas expansion, on through the emergence of modern America (1890-1930) and the Great Depression and World War II (1929-1945), international affairs receive increased emphasis. In addition, several global problems are mentioned. The two last sections, which cover 1945 to the present, present several opportunities for teachers to lay the groundwork for in-depth study of one or more global problems or issues.

Civics and Government. The National Standards for Civics and Government, published by the Center for Civic Education, relates little to global problems and concerns, focusing on the basic values and principles of U.S. democracy. However, the question, "What is the relationship of the United States to other nations and to world affairs?" is included as a major section heading at all three grade level clusters: K-4, 5-8, and 9-12. This encourages study of other political systems as well as international organizations.

Social Studies. The National Council for the Social Studies publication *Curriculum Standards for the Social Studies* is based upon ten themes or strands. Among the ten, "Global Connections" is repeated at all three grade level clusters. Because global issues and their study can never be restricted to any single subject-matter discipline, the social studies standards clearly provide the best set of guidelines available for educators who are concerned with a multidisciplinary approach to the study of global issues and challenges.

Culture and World Areas

The study of culture and world areas can connect learning for students across many subjects in the curriculum. History, geography, civics and governments, literature, the arts, and science can contribute to the study of culture and world areas. Some of the new national standards deal with culture in the following ways.

Geography. Culture issues are found in Standards 6 and 10. Standard 6, how culture and experience influence people's perceptions of places and regions, describes the student's community and region from different perspectives; ways in which people

perceive places and regions through culture and technology; how places and regions serve as cultural symbols; why places and regions serve as symbols for individuals and society; why different groups of people within a society view places and regions differently; and how changing perceptions of places and regions reflect cultural change. Standard 10, the character, distribution, and complexity of Earth's cultural mosaic, includes how the characteristics of culture affect the ways in which people live; how patterns of culture vary across the earth's surface; how cultures change; the spatial distribution of culture at different scales (local to global); how to read elements of a landscape as a mirror of culture; the processes of cultural diffusion; the impact of culture on ways of life in different regions; how culture shapes the character of a region; and the spatial characteristics of the processes of cultural convergence and divergence.

World History. Universals of culture such as food, housing, and social and economic organization have been identified and are labeled throughout the eight eras of world history. For grades K-4, Topic 1, living and working together in families and communities now and long ago, addresses issues relat ng to culture in Standards 1A, 1B, and 2B. Topic 4, the history of peoples of many cultures around the world, includes Standard 7, selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe; and Standard 8, major discoveries in science and technology, their social and economic effects, and the scientists and inventors from many groups and regions responsible for them.

United States History. All of the 31 standards in each of the 10 eras in American history contain references to culture.

Social Studies. Strand One, Culture, of *Curriculum Standards for Social Studies*, states that social studies programs should include experiences that provide for the study of culture and cultural diversity. Such programs should: explore and describe similarities and differences in the ways groups, societies and cultures address similar human needs and concerns; give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references; describe ways in which language, stories, folktale, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture; compare ways in which people from different cultures think about and deal with their physical environment and social conditions; and give examples and describe the importance of cultural unity and diversity within and across groups.

Foreign Languages. In the *Standards for Foreign Language Learning*, the standards for foreign language related to culture are found in Standard 2, entitled "Gain Knowledge and Understanding of Other Cultures." Culture is defined as an area of learning that includes the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. Standard 2 uses a diagram to illustrate the relationship between *perspectives* (meanings, attitudes, values, and ideas), *practices* (patterns of social interactions) and *products* (books, tools, foods, laws, music, games, etc.). Standard 2.1 states that the "Students will demonstrate an understanding of the relationship betweben the practices and perspectives of the cultures studied." Standard 2.2 states that "Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied."

Global Connections

Geography. Relating directly to the theme of global connections in *Geography for Life: National Geography Standards* are Standard 11, the patterns and networks of economic interdependence on Earth's surface, and Standard 15, how physical systems affect human systems. Standard 18, how to apply geography to interpret the present and plan for the future, includes the statement "Creating effective and lasting solutions to the world's pressing problems requires that today's students mature into adults who can make skilled and informed use of geographic knowledge, skills, and perspectives to identify possible solutions, predict their consequences, and implement the best solutions." Other standards lightly touch upon global connections.

The study of culture and world areas can connect learning for students across many subjects in the curriculum.

World History. The national standards for world history are replete with examples of interconnections of

cultures in history. Standard 5, historical issues-analysis and decision making, includes components on identifying relevant historical antecedents, evaluating alternative courses of action, formulating alternative courses of action on an issue, and evaluating the implementation of a decision.

United States History. The national standards for United States history includes several standards on U.S. foreign policy and the United States's role in the world. Under Era 6 (The Development of the Industrial United States—1870-1900) is Standard 4, federal Indian policy and United States foreign policy after the Civil War. Under Era 7 (The Emergence of Modern America—1890-1930) is Standard 2, the changing role of the United States in world affairs through World War I. Under Era 8 (The Great Depression and World War II—1929-1945) is Standard 3, the origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. Under Era 9 (Postwar United States—1945 to early 1970s) is Standard 3, the Cold War and the Korean and Vietnam conflicts in domestic and international politics. Finally, under Era 10 (Contemporary United States—1968 to present) is Standard 1, major developments in foreign and domestic policies during the Cold War era.

Civics and Government. The National Standards for Civics and Government includes the section "What is the Relationship of American Politics and Government to World Affairs?" (pp. 59-62). This section focuses mainly upon the United States's role within the world, international organizations, the impact of American concepts of democracy upon the world, and current political, demographic, and environmental developments.

Social Studies. Curriculum Standards for Social Studies includes "Global Connections" as one of ten thematic strands. This strand "includes experiences that provide for the study of global connections and interdependence" (see pp. 29; 70-72; 102-104; 136-138). This theme includes "performance expectations" such as "explain conditions and motivations that contribute to conflict, cooperation, and independence among groups, societies, and nations"; "illustrate how individual behaviors and decisions connect with global systems; and "identify and describe the roles of international and multinational organizations."

Foreign Language. The *Standards for Foreign Language Learning* includes "Participate in Multilingual Communities at Home and Around the World" as one of the goals of foreign language education. The standards include a recognition of the importance of interdependence of people throughout the world. ●

Study *continued from page 9*

conventional, chemical, biological, and nuclear—and the arms race, which encompasses sales, sanctions, controls, and trafficking. A third cluster concerns terrorism—state-sponsored terrorism, sanctuaries, social revolutionaries, national separatists, religious fundamentalists—and cross-border conflicts based on irredentism or revanchism. Lastly, matters of national security, including the use of force by nations either unilaterally or in combination with other nations, is found on more recent lists.

Of great concern is that arms control, conflict resolution on an international scale, control of conflict, and the formal peacekeeping activities by the United Nations—with a few notable exceptions—receive far less emphasis in the sources consulted. Schools need to address this crucial area. Given the frequency and intensity of conflict-related issues dominating today's world events, to neglect the study of the methods available to prevent or mediate conflict is a serious omission.

2. Economic Systems: International Trade/Aid/Investment. The more recent the source consulted, the greater the emphasis placed upon economic problems and issues. The first cluster identified includes understanding comparative economic systems, for example, state socialism and other centrally planned economies that differ from our own, typified by the former Soviet system. Also mentioned are the transitional and mixed economies typical of many developing nations today. Finally, virtually every source indicates that a working knowledge of our own free-market or free-enterprise model is a prerequisite for

understanding economic systems different from our own.

The second cluster relates to international trade, encompassing patterns, balance of trade and payments, free trade and zones, trade negotiations—protectionism, quotas, sanctions, and embargoes—as well as tariff and nontariff barriers. Currency exchange (rates, fluctuations) also received mention.

A third cluster focuses on foreign aid, such as purposes, forms, amounts, and conditions as well as the role of donors and multilateral aid programs. Some of the sources placed major emphasis on the need for better understanding of foreign aid. Recent public opinion polls indicate widespread public ignorance regarding all aspects of foreign aid and extraordinary misconceptions concerning the percentage of the national budget devoted to our foreign aid programs.

Direct foreign investment, including stress on the role of multinational corporations (MNCs), transnational enterprises (TNEs), and regional trading blocs (EU, NAFTA, GATT, etc.) were also cited as important topics.

Lastly, a cluster of economic concerns focused on the specific needs of the developing world such as debt crises and relief, preferential trade policies, and protecting infant industries. An understanding of the increasing economic disparities (the rich-poor gap) within and among many world nations also received mention.

3. Global Belief Systems: Ideologies/Religions/Philosophies. Publications from the Cold War period stressed the need for the study of comparative ideologies, that is, Soviet-style communism and its various off-shoots, particularly Chinese communism. Many of the sources consulted emphasize the need for students to study major world religions as a means of better understanding other cultures as well as improving students' understanding of followers of those religions residing in this country.

Several sources recommend the study of "other nations'" or "cultures'" philosophies. However, in most cases it is unclear exactly what this means. It appears that these references are primarily directed at either political philosophies or ideologies, for

> ***Perhaps no other topic mentioned reflects as high a degree of concern—in a few cases bordering on alarmist—as does the condition of the environment and its care.***

example, socialism, communism, and fascism, or thought systems identified with a particular religion, for example, Confucianism, Hinduism, or Daoism. This apparently is seen as a means to better understand and to develop empathy for other cultures.

4. Human Rights and Social Justice/ Human Needs and Quality of Life. The category of human rights and social justice includes a broad array of human concerns and topics related to the quality of life worldwide. The more recent the source consulted, the greater the emphasis placed on global human rights. The first cluster focuses on problems associated with human rights and social justice including gender and equity issues, the rights of children (child labor, street children, various abuses), equal access to justice, and rights' violations and abuses based on ethnic, racial, sexual, or political identities.

A second cluster—probably the one that has generated the most intense media attention and public concern—focuses on problems concerning food and hunger (chronic malnutrition, famine). Included here are global food security, unequal access to food, food aid, the green revolution, and diseases related to inadequate diet.

A third cluster focuses on broad concerns of health, education, and welfare, for example, infectious diseases (particularly HIV and AIDS), inadequate sanitation, drug use (trade, prevention, prosecution), inadequate shelter or housing, illiteracy, low standards of living, and the lack of a social safety net.

5. Planet Management: Resources/ Energy/Environment. Virtually every source consulted places major emphasis upon resource depletion—including energy—and environmental degradation or pollution as crucial areas for student study. The resource cluster includes renewable and nonrenewable resources, resource dependence, stockpiling critical resources, recycling, and the role of commodity power in international commerce. The more recent sources emphasize water—its management, reuse, pollution, scarcity, and cost. A few sources cited space as an often overlooked resource.

Topics relating to energy sources—particularly petroleum and nuclear energy—appear on almost every list

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for study. Production and consumption patterns, proven reserves, costs, the security or dependability of sources, and future oil shocks (OPEC) make up one group of concerns. A second group focuses on alternative energy sources (solar power or hydropower), the problems and potentials of nuclear energy, and the need for conservation.

Studying the condition and care of the environment includes topics such as air, land, water, and seabed pollution; global warming and cooling; ozone depletion; toxic and nuclear wastes (disposal and international trade re); and acid rain. A second set of issues focuses on degradation of the land through erosion, deforestation, drought, or desertification, and reductions in generic, biotic, and species varieties. Some sources also mention carrying capacity and environmental instability as concepts students should understand.

Perhaps no other topic mentioned reflects as high a degree of concern—in a few cases bordering on alarmist—as does the condition of the environment and its care. Schools planning studies of environmentally related topics would be wise to take extra precautions to assure that students are presented with the most balanced and scholarly data currently available.

6. Political Systems: International Structures/Institutions/Actors/Procedures. Many of the sources examined stressed the need for the study of political systems and ideologies (as with economic systems above) that differ from our own. Under the institutions cluster, the United Nations and its agencies dominate most lists, but the increasing role of regional organizations (NATO, SEATO, OAS, OAU, etc.) also are recommended for study. A second cluster of concerns focuses on the role of alliances, treaties, and negotiations (regarding arms, refugees, trade, and human rights violations). More recent sources mentioned political disintegration, irredentism, secessionism, devolution of nations, separatism, and the op-posing trends of regional integration and increased democrati-zation and autonomy.

The study of science and technology provides an ideal vehicle for social studies, math, and science teachers to develop cross-disciplinary lessons and units.

Non-governmental organizations (NGOs), and their increasing role and presence in international affairs, are also recommended for study. Finally, a cluster focuses on international law and the role of the World Court. Formal study of U.S. foreign policy is also recommended by some authors.

7. Population: Demographic Growth/Patterns/Movements/Trends. No single problem or concern is listed more frequently than population, particularly its control. Some authors feel that unless present growth rates are checked, particularly in parts of Africa, Asia, and Latin America, solutions to most other global problems will continue to elude us.

Basic information on population growth (birthrates, death rates, fertility rates, replacement rates, migration, immigration, and emigration), and its changes, patterns, and trends make up one cluster. Another cluster focuses on issues that can be controversial, such as family planning and contraception practices, including state-sanctioned abortion or sterilization. It would appear wise that public schools dealing with these topics exercise extreme caution.

A third cluster includes a variety of population-related issues, for example, guest workers, illegal aliens, aging, drift to the cities, political asylum, dependency ratios (percentage of a population under 15 or over 65 years old), and the rapidly increasing numbers of refugees and displaced persons worldwide.

8. Race and Ethnicity: Human Commonality and Diversity. Most of the sources consulted feel this topic should be studied by all students, but few provide details. In most cases, "reducing prejudice," "avoiding stereotypes," or "eliminating discrimination" are listed as the goal for such studies. Others stressed "celebrating diversity" or "enhancing students' self-image/concept" as the primary goal.

Some scholars and others who included this topic on their lists stress specifics such as race and immigration quotas or preferences, exclusion laws based on race, problems of indigenous ethnic groups, ethnic/cultural roots, color consciousness, and, in more recent sources, ethnic or racially based genocide as well as the ongoing debate concerning Eurocentrism vs. multi-culturalism. In any case, serious consideration of this topic would appear mandatory given our pluralistic society and world.

9. *The Technocratic Revolution: Science/Technology/Communications.* With the exception of communications—often coupled with transportation—this category of issues receives little attention in the earlier sources examined. However, virtually all of the more recent sources emphasize the role that science, technology, and communications play in the lives of all humans. Several individuals note correctly that the study of science and technology provides an ideal vehicle for social studies, math, and science teachers to develop cross-disciplinary lessons and units. Having students discuss both the pluses and minuses of the impact of science and technology on peoples' lives worldwide is suggested.

The communication cluster includes innovations, networking, freedom of use, the information revolution (access to, balanced flow, and censorship) and increasing speed coupled with decreasing costs.

10. Sustainable Development: Political/Economic/Social. Included under this heading is what might be called the "neo" cluster: neocolonialism, neomercantilism and neoimperialism, all manifestations of broader dependency theory issues that include increasing foreign debt and economic imperialism.

A second cluster of concerns centers on drift to the cities and explosive urban growth (megacities), often accompanied by increasing social and economic problems and growing city-countryside disparities that cause political instability, often leading to violence.

A third cluster includes the role of commodity power and the attempts to form cartels among those developing nations that possess raw materials needed by the more industrialized nations. Also included is the nonaligned movement that, at times, influences voting at the United Nations.

A final cluster centers on the internal regional disparities existing in many developing nations, the mistreatment of indigenous peoples in some, and autonomy movements in others.

We must equip students with the knowledge, intellectual skills, and attitudes they need to cope effectively with the global realities they must face as adults.

A Caution

The study of global problems is not an excuse to neglect the rules of sound scholarship. At times, emotion, personal opinion, and unproven assertions substitute for reasoned discussion when potentially volatile global problems are discussed in classrooms. This is wrong. Students must learn that their feelings and opinions about these things are understandable but do not substitute for the reasoned opinions of reputable authorities. Suspending the rules of critical thinking while allowing feelings to substitute for facts, emotion to pass for evidence, or concern to take the place of critical judgment, serves no legitimate academic purpose. Not to do so at times is difficult, particularly when human suffering related to many global problems is vividly portrayed by the media. However, these difficulties should never provide justification for avoiding the study of topics that may generate emotion and, at times, divisive controversy. Here is where the teacher has the opportunity to model a reasoned, evenhanded approach to potentially volatile topics.

Students also must learn that the published materials on global problems and concerns vary greatly in their accuracy and reliability. When one of the authors served as an educational consultant to President Carter's Commission on World Hunger, its co-chairman, the late Jean Mayer of Tufts University and a world authority on nutrition and related matters, cautioned the author as follows: "Probably one-third of the published materials on food and hunger are accurate, reflect the best current scholarship and should be believed. Another third are either badly dated or only partially correct and always should be used with caution. The other third are badly biased, inaccurate, and grossly misrepresent the problem. Avoid them at all costs!" Educators would do well to keep Mayer's advice in mind when dealing with most global problems. Frequently it fits.

A Final Thought

Writing in the 38th yearbook of the National Council for the Social Studies in 1968, Lee Anderson of Northwestern University asked: "What do individuals need to possess in the way of cognitive abilities, values, motivations, and information in order to function as observers, analysts, evaluators, and judges or critics of events, decisions, trends, or developments occurring in the

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international dimension of their social environment?" No one has more aptly stated what global education should be about, that is, providing students with the information and intellectual tools—coupled with the willingness to use them—that enable them to function as competent American citizens in a complex and rapidly changing international environment. In short, functional citizenship competency in a global context should be our goal.

Deciding which global issues, problems, and challenges are most important and deserve serious study in our schools is not something we will ever determine to everyone's satisfaction. We have attempted to organize a typology that may prove useful to educators faced with the task of providing instruction about global issues, problems, and challenges. Unfortunately, in many schools these topics are seldom studied, if at all. Time is spent instead "giving students the background" needed to engage these issues "later on." Unfortunately, "later on" never arrives. Thus, students are forced to form opinions and, ultimately, make decisions about important global concerns in an intellectual vacuum. These concerns are too important to allow our citizens to continue to remain intellectually unarmed.

We must equip students with the knowledge, intellectual skills, and attitudes they need to cope effectively with the global realities they must face as adults. Individuals working at state and local levels to establish standards that reflect what all students should "know and are able to do" would do well to pay attention to the kinds of student outcomes suggested by those who have written on the international dimension of education. Further, they should make certain that whatever students "know and are able to do" includes in-depth study of the real problems and challenges facing the human race. John Dewey stated that "School is not preparation for life, it is life." What better way to make school "life," not merely "preparation for life." ●

Guidelines *continued from page 8*

however, in much of the world people find that fate determines what they are to do. Conflict can arise when different cultures with different points of view meet to solve common problems. An awareness of such differences is key to cross-cultural understanding. For a listing of what some cultures believe in and what most cultures believe in, see Kohls and Knight, *Developing Intercultural Awareness*, p. 42.

[3]Craig Storti in, *The Art of Crossing Cultures* (Yarmouth, Maine: Intercultural Press, 1990), expresses the cross-cultural process as follows: "We expect others to be like us, but they aren't. Then a cultural incident occurs causing a reaction, such as anger or fear, and we withdraw. We become aware of our reaction, we reflect on its cause, and our reaction subsides. We observe the situation which results in developing culturally appropriate expectations."

[4]There are four major traits to be developed and 18 others that support them. They are suggested by J. Daniel Hess in *The Whole World Guide to Culture Learning*, pp. 12ff. The four major traits are: (1) a high regard for culture; (2) an eagerness to learn; (3) a desire to make connections; and (4) a readiness to give as well as to receive.

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CALL FOR MEMBERSHIPS

The Alliance for Education in Global and International Studies (AEGIS), has become a part of The American Forum for Global Education. AEGIS is a consortium of organizations, institutions, programs and projects. The renewed alliance is seeking new members.

At a time when the need for programs in global and international education is growing, the challenges we face are greater than ever. A reinvigorated AEGIS will provide the leadership needed to strengthen global and international education in the United States.

Together we can work effectively to ensure that global perspectives, and the study of global issues, cultures and connections are inherent in a quality education.

The goals and values of AEGIS appear on the next page. For information about membership, please contact us by mailing or faxing this page, or sending us an e-mail.

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ORGANIZATION / INSTITUTION / PROGRAM: _____

NAME: _____

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_____

_____

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A Statement of GOALS AND VALUES for AEGIS

The Alliance for Education in Global and International Studies

Our personal and national well-being are profoundly influenced by a fundamental change occurring in the world. A vast and irreversible increase in the importance of international factors on what previously have been local, regional or national patterns of human thought and behavior. The members of this Alliance are concerned with the implications which these changes have for elementary and secondary education systems in this country. Recognizing that education in this field will deeply affect the character of our students and our society, we set forth below the goals and values which will guide our work and provide standards for its assessment. We intend our work to serve the student, this nation, and our world.

The Student

We seek:

To develop individuals with expanded capacities for effective citizenship, vocational competence and intellectual and social growth in a world that is diverse, complex, and increasingly interdependent;

To strengthen our society's ability to pass on to our young an understanding of those traditions and values of our heritage which undergird our democracy and the principles and commitments which sustain it; and

To provide educational experiences which heighten moral consciousness, develop the capacity for individual choice, and encourage acceptance of community responsibility at all levels.

The Nation

We seek:

Citizens committed to our democratic system and to overcoming the obstacles which prevent full realization of the values upon which it is based. Among these values are human dignity, protection of individual rights, consent of the governed, a government with limited powers and freedom and equality under the law;

A nation committed to improving its citizens' abilities to understand and interact with other cultures and societies, building on its own experience in forming political community among people of diverse racial, ethnic, political and religious backgrounds; and

A nation capable of wisely providing for its own security, sensitive to the impact its security policies have on other nations, and acting in ways that promote international peace and the growth of free societies.

The World

We seek:

A world which responds to human needs, respects human rights, values freedom, preserves the global environment, seeks non-violent resolution of conflict, and protects the richness of diverse cultural heritages while recognizing that realization of these goals is constrained by human limitations and the distribution and use of power in the world; and

A world in which one's commitment to one's own country is complemented by a growing acceptance of responsibilities that cross ideological, cultural, and national boundaries.

We recognize that promoting a sense of responsibility that crosses ideological, cultural and national boundaries is a complex and controversial undertaking. For some, a sense of world responsibility seems to require abandonment of a commitment to one's own nation. For others, a commitment to one's own nation precludes the pursuit of world responsibilities. We affirm the wisdom--indeed the necessity--of a commitment to both one's own nation and the world. We seek a world in which people of other nations make the same commitment. Because our society encourages free and open criticism of particular governmental policies while maintaining a fundamental loyalty to our common political community, we see no contradiction in such joint commitments.

A Global Perspective

An education with a global perspective develops in students the knowledge, skills and attitudes required for living successfully and responsibly in a changing nation and world. Global education is multi-disciplinary, offering instruction about the changing world in the arts, humanities, sciences, and foreign languages. It is also an education which provides opportunities for students to examine complex issues from a wide range of views and value positions, requiring educators to nurture a free and responsible exchange of ideas.

Educational Goals

In pursuit of the previously stated goals, we seek an education which develops in elementary and secondary students:

A knowledge of the histories, languages and institutions--political, economic, religious, artistic, humanistic--of other cultures, as well as their own;

A knowledge of the interconnections of world regions, events, and peoples, and an appreciation for the complexity that is inherent in these relationships;

An understanding that contemporary issues and world cultures have been shaped by a multiplicity of historical, religious, political, economic and geographic factors;

An ability and willingness to consider historical and contemporary world events and issues from the perspectives of people whose culture, value orientations, or life experience--gender, age, opportunity, ethnic background--are different from their own and, in so doing, develop a deepened understanding of their own standards and goals;

An understanding of the nature of conflict and of approaches for managing it constructively;

An ability to think analytically about complex national and international issues, to distinguish fact from opinion, and to recognize bias and advocacy and propaganda; and

An ability to make informed personal public policy decisions and to participate in local, national, and international decision-making processes.

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